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ABSTRACT

Resources to develop techniques and strategies for infusing career education into educational programs for exceptional children are examined in this paper. The first section, in question-and-answer format, deals with questions teachers have about career education infusion: definitions of terms, the significance of career education for handicapped students, and the ERIC system as a source of information. In the next section, abstracts of thirty-nine projects and programs in this area are presented. In the third section, five examples illustrate specific techniques and strategies: (1) a sample module; (2) bibliography; (3) suggested classroom activities; (4) behavioral objectives; and (5) a sample teaching unit. The appendix explains how to find documents in the ERIC system. (CT)

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Information Series No. 181

TECHNIQUES AND STRATEGIES FOR INFUSING CAREER EDUCATION INTO THE EDUCATIONAL PROGRAM FOR EXCEPTIONAL CHILDREN: SOME SAMPLE RESOURCES

compiled by

Robert D. Bhaerman
The National Center for Research in Vocational Education
The Ohio State University

The ERIC Clearinghouse on Adult, Career, and Vocational Education
The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

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FOREWORD

The Educational Resources Information Center on Adult, Career, and Vocational Education (ERIC/CE) is one of sixteen clearinghouses in a nationwide information system that is funded by the National Institute of Education. One of the functions of the Clearinghouse is to interpret the literature that is entered in the ERIC data base. This paper should be of particular interest to classroom teachers and special educators.

The profession is indebted to Robert D. Bhaerman for his work in the preparation of this paper. Recognition also is due Chiyo Horiuchi, Colorado Department of Education and Nancy Lust, The National Center for Research in Vocational Education, for their critical review of the manuscript prior to its final revision and publication. Robert D. Bhaerman, Assistant Director for Career Education at the ERIC Clearinghouse on Adult, Career, and Vocational Education, coordinated the publication's development. Cathy Thompson assisted in the final editing of the manuscript and Millie Dunning typed the final draft.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

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DESC::*Career Education; *Educational Programs; *Exceptional Child Education; *Handicapped Students; Educational Resources; Educational Strategies; Program Descriptions; Behavioral Objectives; Learning Activities.

IDEN::*Infusion Techniques; *Educational Resources Information Center; Information Analysis

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SOME QUESTIONS TEACHERS ASK—AND SOME ANSWERS

Q - "Techniques and Strategies for Infusing Career Education Into the Educational Program for Exceptional Children: Some Sample Resources." That is a rather long title! But what exactly does it mean?

A - True, it is complex. There are several dimensions implied here: the notion of teaching techniques and strategies, the concept of infusion, the idea of career education, the dimensions of an educational program, and the question of who are exceptional children.

Q - Before we go any further, would you attempt to define these terms?

A - Let's look at each one briefly. Perhaps we should begin by focusing initially on what we mean by career education -- and then look at other dimensions.

Q - Fine. What exactly is "career education"? I have heard that term before. In fact, I think I have heard more than one definition.

A - You probably have! Since the early 1960s, when the term was first used, the concept has undergone what we all hope our students will undergo, that is, "growth and development." The concept is a flexible one and that probably is a good thing. It has enabled us to develop a number of approaches. We aren't locked into any single or rigid curriculum program. The term itself has undergone some refinement.

Q - And now?

A - And now perhaps the most useful definition is this one developed by the United States Office of Career Education:

> Career Education is an effort aimed at refocusing American education and the actions of the broader community in ways that will help individuals acquire and utilize the knowledge, skills, and attitudes necessary for each to make work a meaningful, productive, satisfying part of his or her way of living. (Hoyt, 1977, p. 5)

While this definition is rather comprehensive, the implication is that career education is not intended to solve all of the problems of education but that it is designed to refocus education on one of its primary goals -- preparation for work -- as part of our total endeavor for the process of education.

By educational program or education, therefore, we mean all those activities and experiences through which one learns. It is obviously a lifelong process and considerably broader in meaning than the terms "schooling" or "curriculum." It definitely is not a "lay on" or another subject to be added to the curriculum.

Q - Is that what you mean by "infusing"?

A - Exactly. It means integrating activities into existing classroom practice.

Recently two career educators put it this way:

> Career infusion is a term used to refer to any effort of a teacher, school or school system to provide specific career-related instruction as part of an existing subject curriculum. (Popper and McClain, p. 6)

The length of time spent in a classroom on any activity may vary from a few minutes to a few weeks or more. Sometimes even unplanned or incidental references to a career topic is considered "infusion," particularly when teachers have consciously made it a part of their teaching objectives. On the other hand, career infusion sometimes does result in a clearly identifiable, highly visible addition to an instructional

program of a school. Career infusion implies the use of career materials and resources within the existing subject matter framework of a school. In short, the concept of infusion is concerned not only with objectives or outcomes of the educational process but also with the strategies and choices of educational settings on a day-to-day basis.

Q - Where in the school setting does career education belong? Where does it "fit in"?

A - Everywhere -- from K to 12. Certainly teaching about jobs and careers is most appropriate at the high school level where students are planning for further education and/or work. However, it is as early as kindergarten and before that sex role stereotypes are learned and reinforced. It is in these early years that, through infusion, we can begin to explore career options and encourage thoughtful career decision making. The sequence, by and large, has followed this pattern:

- primary grades/career awareness
- intermediate grades/career exploration
- secondary grades/career preparation

Q - You say that this paper deals with "techniques and strategies"?

A - Yes, over the years teacher educators have found that teachers -- both in training or in practice, new or experienced -- have a rather clear understanding of the broad theories and the underlying principles of educational practice. But what they find most useful are the examples of programs which other teachers around the country have developed. They feel most comfortable with and, indeed, need to know what others have done in situations similar to what they face themselves. When you know that something has been done before by someone else, you don't feel so isolated or helpless when you must do it yourself. We will, therefore, focus on concrete examples of projects in our effort to provide you with some techniques and strategies. We hope you will find them useful.

Q - That leaves us with just one more dimension. What do you have in mind when you say "exceptional children"?

A - Our most basic concern is for the students, the children, the young adults, the "kids" themselves. (Of course, we feel that all children are "exceptional." Especially parents feel that way about their own.) In this paper, we are using the term exceptional children in relation to specific disabilities of so-called "handicapping conditions."

In their recent book, *Careers and Disabilities: A Career Education Approach*, Gardner and Warren (1978) list the following categories of exceptionality: mental retardation, hearing impairment, speech impairment, visual impairment, orthopedic handicapped, emotional disturbance, specific learning disability, and other health impairments such as epilepsy, hemophilia, and various chronic illnesses. They make an important point when they remind us that the current trend toward the integration or mainstreaming of exceptional children into regular classrooms is designed to ensure their participation in career education programs. In addition, the authors note that the integration of academic and occupational curricula has been part of special education programs for decades. They also stress an important point that should be understood and underscored by all teachers, namely, that a great many of the existing career education curriculum guides, materials and professional references for use in the public schools for normal children are easily accessible to interested special educators and readily adaptable to special programs for handicapped persons.

Q - Why do you feel career education is so significant, particularly for the so-called "handicapped"?

A - We do feel that career education is vital for handicapped youth. Recent predictions have indicated that approximately 2.5 million of these young people will leave our school system in the next four years. Of this number:

- 525,000 or 21 percent will be either fully employed or enrolled in college.

- 1,000,000 or 40 percent will be underemployed and at the poverty level.
- 200,000 or 8 percent will be in their home community and idle much of the time.
- 650,000 or 26 percent will be unemployed and on welfare.
- 75,000 or 3 percent will be totally dependent and institutionalized. (Hoyt, 1976, p. 19)

Dr. Ken Hoyt, Director of the Office of Career Education in the United States Office of Education, has put this issue clearly and succinctly when he stated:

> Career education seeks to make work possible, meaningful, and satisfying for all individuals. To do so for handicapped persons demands, first of all, that we regard their right to choose from among the widest possible set of opportunities equally as important as for any other individual. We seem too often to be satisfied when we have found something that a handicapped person can do. We should be dissatisfied until and unless we have explored, to the fullest possible extent, the total array of work that might be possible for a given handicapped person. To stop prior to reaching this point is being less than fair to the handicapped person and to the larger society. (Hoyt, 1976, p. 20)

He concluded his remarks with this discerning comment:

> Handicapped persons are as deserving of whatever benefits career education has to offer as are any other individuals. To date, not many career education programs have made the kinds of special efforts necessary in order to make career education a reality for handicapped persons. It is hoped that these remarks may stimulate both those in career education and those working in the field of the handicapped to work together in order

to correct this lack of attention. The need to work is a human need of all human beings. Handicapped persons are human beings. (Hoyt, 1976, pp. 20-21)

Q - Where can we find the resources we need in order to learn more about these new techniques and strategies?

A - Let us elaborate on this one at some length. Teachers are not alone. Resources do exist! There is no reason for you to feel overwhelmed every time you wish to discover what other teachers are doing to infuse career education into the programs of exceptional children. There is a solution. It is what we have termed "the .125 ounce solution." The .125 ounce solution, in a nutshell, is the ERIC microfiche card.

A wealth of information on career education is available on microfiche in the ERIC data base. ERIC stands for the Educational Resources Information Center; it is the largest depository of educational documents in the world. In existence since 1966, the base includes approximately 153,000 documents. In addition, the data base includes an even larger number of journal citations -- approximately 178,000. Of the 153,000 documents, over 4,000 deal with career education (including career awareness and exploration) and over 18,000 with the related areas of education and work (career changes, opportunities, choice, planning, and the like). More importantly, approximately 33 percent of the career education documents and 25 percent of the education and work documents entered into the system are curriculum guides and teacher-developed materials. Approximately 25 percent of the documents in these two areas are manuals of several sorts. The remainder are program descriptions, conference reports, research and technical reports, surveys, and speeches.

How can the ERIC data base help you? If you are like most teachers, you are probably tired of reinventing the wheel everytime you are asked to develop program materials, particularly when so many others exist. If only you had a way of getting at them....

Well you do. As you become familiar with the monthly *Resources in Education* (also available in most education libraries), your needs for career education resources should be quickly and completely met. A massive supply of data on career education infusion is available.

Finally, just a brief note on terminology. We should not be misled by the terms pre-vocational or vocational in a title of a project. If you read closely, you will see that there are clear elements of career education in many of the documents which include the word "vocational" in the title. In the past, career education programs often have been supported with vocational education funding.

There is, of course, some overlap in these categories since some projects report on more than one condition of exceptionality. The category selections were made on the basis of the primary focus of the resource. The ED# after each title is the ERIC accession number. It will help you find the full abstract in the ERIC indexes and, hence, help you locate the document -- either in paper copy or in the .125 ounce solution. (See Appendix.)

In order to acquire ERIC documents, write to: ERIC Document Reproduction Service (EDRS), Computer Microfilm International Corporation, P.O. Box 190, Arlington, Virginia 22210.

EXAMPLES OF PROJECTS AND PROGRAMS

What we have attempted to do in this section is to give you some idea of the examples of projects and programs for infusing career education into the programs of exceptional children. Obviously, it is just a small example of what exists in the overall data base. We have also tried to select examples which deal with the various types of exceptionality mentioned in the Gardner and Warren book. The thirty-nine items below are mainly relevant for secondary schools, however, several of them deal with the elementary school level or are applicable for grades K-12.

The resources below include a number of types of products, e.g., training handbooks and manuals, units, lesson plans, and curriculum guides, as well as project reports. In order to highlight the major areas of application for teachers, we have underlined certain sections.

The items are listed in order of recency of ED numbers, with the current ones first. In addition, an EDRS order form is included for anyone wishing to purchase any of these, or other, ERIC documents.

PRE-EMPLOYMENT TRAINING HANDBOOK FOR SECONDARY SPECIAL EDUCATION. Pine Bluff School District 3, Arkansas. 1977. 262p. (ED 150 769)

Presented is a curriculum guide on job skills for special education secondary students. Listed are tasks, skills and related academic concepts (including reading, mathematics, and vocabulary) for the following ten units: housekeeping, floor care, laundry worker, food service worker, grocery store worker, general shop worker, clerical aide, nurse's aide, child care, and first aid. The conclusion of each unit includes a breakdown of skills for job tasks and a student rating scale.

OCCUPATIONAL COUNSELING FOR PHYSICALLY HANDICAPPED STUDENTS: A DEMONSTRATION AND TRAINING PROJECT -- PHASE II. Goldman, Leo; Flugman, Bert. City University of New York Institute for Research and Development in Occupational Education; New York State Education Department, Albany. Division of Occupational Education Supervision. August 1977. 118p. (ED 149 545)

Reported are results of the second year of a demonstration and training project to develop and test a model for training counselors to promote the vocational development of secondary level special education students. An overview of the project covers the need for the project, features of the new model, program objectives (including the design of an occupational counseling program for mainstreamed physically handicapped high school students), preservice activities (such as selection of the schools and interns), and project conferences. Outlined in a second section are

such program components as emphasis on work and career, developmental/outreach/activities approach, field trips and speakers, development of newsletter, parent meetings, supervision and inservice training of interns, and dissemination of publicity. In Section III, the counselor is described as someone who will organize, plan, arrange, visit, find services that are not readily available, and at the same time serve as a model for the students. In a final section, the student population is described and evaluative information from scores on the Career Maturity Inventory and responses to a Career interview are presented.

CAREER EDUCATION OF GIFTED AND TALENTED BOYS AND GIRLS. FINAL REPORT. Sanborn, Marshall P.; and others. Wisconsin University, Madison. Research and Guidance Laboratory for Superior Students. June 30, 1976. 329p. (ED 148 077)

Presented is the final report of a project -- involving longitudinal casework with some 3,600 gifted and talented children, their parents, teachers, and counselors in 90 Wisconsin communities -- to identify and develop programs for gifted and talented students. An initial section outlines such program components as major activities (including workshops), dissemination activities and objectives. The bulk of the document consists of the following appended materials: a resource packet on a conceptualization of different aspects of career development with implications for educational practice; a resource packet on materials developed to outline principles of planned change; representative case materials excerpted from interviews and cumulative folders of four students who have participated in the program; an annotated listing of books which can be utilized to acquaint young people with the subjective side of a variety of vocations and professions; a representative collection of materials and ideas for career education of gifted and talented students; examples of open-ended discussion and written work and how both can be utilized in getting to know gifted students and their feelings about their values.

LEARNING DISABILITIES IN THE SECONDARY SCHOOL. TITLE III: CURRICULAR DEVELOPMENT FOR SECONDARY LEARNING DISABILITIES. DeBrosse, Marion, Ed.; and others. Montgomery County Intermediate Unit 23, Blue Bell, Pennsylvania. 1977. 418p. (ED 148 053)

Presented are 12 papers from a conference on the issues of secondary learning disability. Following an introduction are the texts of discussions from the conference's four sections covering an overview of the central issues, definition and identification, learner characteristics, educational priorities and objectives, remedial strategies, model programs, suggestions for instruction in reading and mathematics, language difficulties, vocational education, curricular and material resources, teacher training programs, and debates over key issues. A final section includes papers with the following titles: "Curriculum and Materials for Secondary Level Learning Disabilities Programs -- What We Have and What We Need"; "Math Curricula for Secondary Learning Disabled Students"; "Psycho-Social Characteristics of Learning Disabled Adolescents"; "Reading Problems of the Secondary Learning Disabled Student"; "Survey of Secondary Programs for the Learning Disabled"; "Adolescents with Learning Disability -- Definition, Identification, and Incidence"; "Exploratory Occupational Education for Learning Disabled Adolescents"; "Toward a Taxonomy of Remediation"; "Language and Speech Difficulties of the Adolescent Learning Disabled"; "Adolescents with Learning Disabilities -- The Problem in Perspective"; "Process Remediation with Secondary Learning Disabled Children"; and "Preparing Teachers for Secondary Learning Disabilities Programs".

ACCEPT. ACADEMIC COOPERATIVE CAREER EDUCATION PROGRAM TODAY. AN INTEGRATED APPROACH TO COOPERATIVE EDUCATION. Hoskey, Peter, Ed.; Lauten, Michael, Ed. Rutgers, The State University, New Brunswick, New Jersey. Curriculum Laboratory. December 1977. 76p. (ED 147 628)

An integrated approach to education for special needs students is presented in this curriculum guide for ACCEPT (Academic Cooperative Career Education Program Today). Introductory information covers a definition of special needs students (educationally and socioeconomically disadvantaged and physically and mentally handicapped, including emotionally disturbed); statement of philosophy and concepts of ACCEPT; and the twenty-two behavioral objectives of the program. It is suggested that a co-operative work experience in local industry/business be implemented in conjunction with the two phases of the ACCEPT program. The seven units, designed to be added or extracted from to meet student needs, relate to phase

one of the program, dealing with behavioral aspects that are common to all work experiences. Following the units for phase one, sample training plans for phase two are presented. (This phase deals with the development of concepts, skills, and attitudes directly applicable and meaningful to the student, relating to career goals and demands of a specific training station job.) Sample training plans are provided to give teachers practical suggestions for integrating specific and useful instruction in academic classes. Plans are presented for a painter, floor layer, nurse's aide, roofer apprentice, and worker at a building supplies outlet. Each plan describes the job, the skills needed to perform the job successfully, and the academic skills relevant to that job. A bibliography of instructional media, games, and books is appended. Evaluation instruments are also included.

CONTINUATION OF A PROJECT TO DEVELOP A VOCATIONAL CLASSROOM TEACHER'S "HANDS-ON" INSTRUMENT TO MEASURE ENTRY AND EXIT SKILLS OF THE SPECIAL EDUCATION STUDENT FOR SPECIFIC OCCUPATIONS. FINAL REPORT. Atkins, Richard; and others. University of Pittsburgh, Pennsylvania School of Education. December 1977. 56p. (ED 147 550)

To investigate the feasibility of developing hands-on instruments to aid classroom teachers in assessing both entering and exiting skills of the special needs students in vocational education, a continuing project at the University of Pittsburgh was conducted to meet two major objectives: develop a definitive rationale for the design of a hands-on instrument by which the vocational classroom teacher could diagnose entry skills and measure exit skills of special education students and design a hands-on instrument based on the above rationale for several occupational areas. The project resulted in the following outcomes: the development of a rationale and procedures for the design of the instrument to assess competence in food services skills. A large appendix accompanies this final report and includes the following materials: an example of synthesis procedures (auto mechanics); the auto mechanics entering skills instrument; the food services exiting skills instrument; and the rationale paper supporting the hands-on instrument project.

COMPREHENSIVE CAREER EDUCATION CURRICULUM GUIDE FOR THE TRAINABLE. Mulligan, Robert E.; and others. Kearny Board of Education, New Jersey; Rutgers, The State University, New Brunswick, New Jersey. Curriculum Laboratory. December 1977. 67p. (ED 147 631)

Designed for use by teachers of the trainable mentally retarded, primary through postsecondary levels, this curriculum guide integrates development of verbal and written communication skills with the student's career development. The guide contains instructional objectives, suggested learning activities and teaching techniques, and information on the characteristics, needs, and development of the retarded student. Organization is by seven curriculum categories: (1) language arts, (2) handwriting, (3) general information awareness, (4) number concepts, (5) perceptual training, (6) cooperative education, and (7) employment orientation. Four developmental phases are covered in each category. Phase 1 (primary) includes language development, sight word recognition, knowledge of address, recognition of words necessary to function in everyday living, and printing skills. Phase 2 (intermediate) includes language development, sight word recognition, and printing skills. Phase 3 (secondary or advanced) also includes language development, sight word recognition, and printing skills. Phase 4 (postsecondary) includes speaking vocabulary and handwriting. The employment orientation section is divided into two parts: simulated work and basic skill training. Outlines are provided covering objectives, procedures, and needed materials for building maintenance, landscaping, floor and indoor maintenance, window cleaning, food service, laundry, task development, candlemaking, record album, sanding and staining, telephone pads, and embossograf cardboard signs. A bibliography is appended.

AN EVALUATION DESIGN FOR THE EDUCATIONAL PROGRAMS FOR PUPILS WHO ARE ORTHOPEDICALLY HANDICAPPED. South Carolina State Department of Education, Columbia. Office of Programs for the Handicapped. 1977. 75p. (ED 146 760)

The booklet provides forms for the teacher of the orthopedically handicapped to use in systematically collecting data and designing an appropriate educational blueprint

for each student. Pupil development assessment sheets include columns for recording assessment date, date of mastery, level of achievement, and comments for each behavioral objective. Objectives are provided for the following areas (sample behavioral objectives are in parentheses): language arts (identify a picture after hearing a description); mathematics (understand the concepts of time on the hour); science (answer questions relative to a scientific article); social studies (appreciate holiday customs and traditions); fine arts (participate in a play); sensory experiences (create a design through printing); creative arts (create a pottery sculpture); prevocational (manipulate a stapler); vocational (evaluate clothing needs); physical education (throw a ball); adapted physical education (perform a motor task); self help/self concept (complete a family tree); life experiences (utilize the services of a library); and leisure time activities (enjoy fishing).

MENOMONIE/UW STOUT TMR PROGRAM: A VOCATIONAL/LIFE FUNCTION PERFORMANCE BASED CRITERION REFERENCED CURRICULUM. Hopkins, Mary A.; Brock, Robert J. Menomonie Public Schools, Wisconsin University-Stout, Menomonie. November 1977. 300p. (ED 146 757)

Described in the discussion draft is a performance based criterion referenced curriculum for teaching vocational skills to trainable mentally retarded students. Explained in the introduction are three evaluation inventories in the areas of adjustment, behavior, and skills. A section on needs analysis lists questions on the student population, parental reaction, teaching staff and operational plan, facilities and materials, community resources, and the evaluation procedures. The following section, on facilities and materials, includes ratings of current program items and a suggested procedure for purchase proposal. Parental contacts, meetings, tours, presentations, and the advisory committee are discussed in the section on public relations. Reported in the section on community employment are objectives and procedures related to the community occupational survey, the TMR program introductory letter and survey, personal contact with employers, and job analysis. Considered in the section on evaluation are the evaluation format, the evaluation process, work

evaluation, the design of "work skills" evaluation form (for adjustment, behavior, and skills). The final section on the TMR curriculum in vocational education examines instruction goals, scheduling for individualized instruction content, and a sample curriculum.

A CURRICULUM GUIDE FOR INDUSTRIAL ARTS IN THE ELEMENTARY SCHOOL. Williams, Michael J., Ed. Central Connecticut State College, New Britain. 1976. 77p. (ED 146 319)

Materials contained in this curriculum guide were developed to provide both regular and special education instructors at the elementary school level as well as elementary school industrial arts consultants with some understanding of how industrial arts activities can be used to enrich the elementary school program. Discussion covers a definition and philosophy behind using industrial arts activities at the elementary school level; general goals of the elementary school and industrial arts in the elementary school; objectives to stress with the gifted, the educable mentally retarded, children with learning disabilities, children with emotional problems, and children with physical handicaps; developmental tasks of elementary school youth; methods of integrating industrial arts with other school subjects; and methods of implementing career education in the elementary school. The major portion of the guide consists of applicable projects and activities by grade level (K-6) including a description of project objectives, project developmental tasks, integration of project with other subject areas, how project facilitates career education, construction procedure, bill of materials, tools needed, and working drawings. A suggested outline for a workshop to be conducted by the industrial arts consultant-specialist for elementary school teachers, a suggested tool list, and a bibliography are appended.

A CURRICULUM GUIDE FOR INDUSTRIAL ARTS ACTIVITIES FOR THE ELEMENTARY SCHOOL EDUCABLE MENTALLY RETARDED STUDENT. Williams, Michael J.; and others. Central Connecticut State College, New Britain. School of Technology. May 1977. 104p. (ED 145 206)

The curriculum guide was developed to illustrate to teachers of educable mentally retarded students, at the elementary and middle school levels, how hands-on activities can be used to complement academic subjects by bringing instruction down from an abstract to a concrete level. The guide is also designed for use by industrial arts instructors working with mainstreamed educable mentally retarded students alone or in cooperation with a special educator. More discussion centers on (1) recent legislation; (2) the individualized education plan; (3) environmental and learning characteristics of the EMR; (4) teaching methods appropriate for EMR students; (5) industrial arts objectives for EMR students; (6) an example of a pretest to allow the instructors to ascertain a student's knowledge level and manual skills ability with regard to tools used in hands-on activities; (7) suggested projects including a description of the project, the materials and tools required, the construction procedure, pre-project preparation suggestions for the special education and industrial arts instructors, behavioral objectives related to the project, and a working drawing of the project; and (8) a tools and supply list. An evaluation form that can be used by the instructor to measure student comprehension, performance, and attitudes at the end of the project construction activities, a vocational behavior rating scale, and a bibliography are appended.

DEVELOPMENT OF PREVOCATIONAL TRAINING FOR DEAF/BLIND. Caples, Jeff D.; and others. Richmond State School, Texas. June 1977. 535p. (ED 143 821)

Based on the assumption that visual and auditory impairments are frequently accompanied by limited communication and social skills which are necessary for vocational success, this document reports a study on the development of pre-vocational training programs for the deaf and blind. The report first defines the needs of this special population and how the data were obtained. The establishment of an interagency collaboration to evaluate the project activities and provide additional information is then described. The development, implementation, and evaluation of both the staff training program and the parent training program are also presented. The major portion of this document reports the development, implementation, and evaluation of the project curriculum.

DEVELOPING AND IMPLEMENTING A VOCATIONAL EDUCATION AWARENESS PROGRAM FOR HANDICAPPED STUDENTS IN THE CHEROKEE HIGH SCHOOL. Casey, Edwin R. Nova University. April 1977. 54p. (ED 141 998)

A practicum was developed at Cherokee High School (Georgia) for providing equal opportunities for mildly handicapped students to gain competencies necessary to succeed and advance in a chosen occupation. The curriculum involved the following: the high school principal (responsible for developing and implementing the program); vocational specialist (responsible for managing the existing school and community resources and formulating the interdisciplinary program); the interdisciplinary team (with each member responsible for identifying and designing the curriculum in his or her individual discipline); public relations (responsible for developing awareness, creating enlightenment, and stimulating involvement); the sixteen students (meeting criteria which included inability, because of handicaps, to succeed in regular vocational programs); scheduling in the vocational education awareness program; counseling of the students and parents by the vocational specialist; placement of the students in a personalized program; the instructional program made up of instructional options which included skill training, full-time employment, and placement in sheltered workshops; and a training plan for each student which outlined tasks and expectations. Measures of students' attendance, grades, personal qualities, employment, and occupational task performance supported the effectiveness of the curriculum.

REVISED CURRICULUM FOR THE VOCATIONAL EXPERIENCES CLASSES. Grade 9. Catalog No. 13.498. Nunn, Tony; and others. Hardin County Board of Education, Elizabethtown, Kentucky. June 1976. 105p. (ED 141 616)

Designed for ninth grade disadvantaged and educable mentally handicapped students for occupational orientation and exploration, this revised curriculum guide consists of eight sections, five of which incorporate simulation units to provide hands-on experience. The sections are: Orientation to the School; Orientation to Self in Relation to the World of Work; Preparing for the World of Work;

Job Clusters and Restaurant Unit; Getting a Job and Assembly Work Unit; Money and Banking Unit; Motel and Transportation Units; and Consumer and Career Grocery Unit. Each section includes rationale, objectives, recommended teaching-learning evaluation strategies, and a list of resources. The simulation units contain specific suggestions for day-to-day activities; for example, in the restaurant jobs, receive a visit from a local restaurant manager, practice duties required of restaurant personnel, visit a restaurant, discuss the field trip, and evaluate the unit. Student evaluation questionnaires (reactions to a field trip, opinions of various duties connected with a particular occupation) are included.

INDIVIDUALLY PRESCRIBED PROGRAM OF INSTRUCTION FOR PUPILS WHO ARE ORTHOPEDICALLY HANDICAPPED. Fusco, Carol B. South Carolina State Department of Education, Columbia. Office of Programs for the Handicapped. 1977. 77p. (ED 140 558)

Intended for teachers of the orthopedically handicapped, the document provides the framework and resource from which to implement individualized educational programs (IEPs), definitions of levels of orthopedic handicaps, and program goals. The bulk of the document consists of IEP activities in the following areas: language arts, mathematics, social studies, science, sensory experiences, creative arts, prevocational/vocational, adapted physical education, self help/self concept, life experiences, and leisure time activities. Activities for each area are presented in table form with information which includes developmental level (primary, intermediate, secondary); degree of physical handicap (moderate, severe); behavioral objectives; enabling activities; facilities/materials/equipment modifications/adaptations; and materials and references. Additional sections address the topics of task analysis, communication boards, pupil development assessment, and teaching aids.

VOCATIONALLY ORIENTED SCHOOL PLANNING FOR THE HANDICAPPED. KINDERGARTEN THROUGH GRADE TWELVE. Windham Southeast Supervisory Union, Brattleboro, Vermont. 1976. 223p. (ED 140 537)

Intended for regular school personnel, the guide presents information on vocationally oriented school planning for handicapped students. The document is divided into sections on the following topics: analysis and implementation suggestions for Public Law 94-142; career education suggestions (including examples of field trips, resource persons, and role playing activities); programing for the student with severe multiple handicaps (including information on motor activities, arts and crafts, and music); and program planning for the student with special needs (separate sections for grades kindergarten - 6, junior high school, and senior high school and/or vocational technical school). A final section on resources lists tips for teachers and films on handicaps.

TRAINING MODULES IN CAREER EDUCATION FOR THE MENTALLY RETARDED. Cloninger, Leonard. April 1977. 18p. (ED 139 224)

Presented as a training format on career education for teachers of the mentally retarded organized into the following modules: background, facilitation, assessment, curriculum, and issues. Each module contains five to eight situational questions intended to stimulate discussions and coded to references, suggested activities (such as inviting recruiters from industry to visit the class), and reading assignments. It is stressed that the module format be kept dynamic through updating the resources used.

PLANNING AND IMPLEMENTING CAREER EDUCATION FOR THE SPECIAL STUDENT, WITH EMPHASIS ON THE LEISURE OCCUPATIONS. Vinton, Dennis A.; and others. University of Kentucky, Lexington. Curriculum in Recreation and Parks. September 1976. 266p. (ED 136 495)

A program of career education for exceptional students in the leisure occupations is described. It is explained that the book is designed for regular and special class teachers. Chapters one and two present information on career education principles and implementation. Chapters three through five deal with practical teaching concerns. Behavioral objectives are discussed, and educational objectives are listed for each phase of the career education program (awareness, orientation, exploration, and preparation

phases). Chapter four reviews two approaches to career education: the learning center approach (with two sample units for career awareness phase), and competency based instruction (with samples from career orientation and exploration phases). Chapter five presents information on general considerations and career education implications of six disability areas: hearing impaired, learning disabled, mentally retarded, orthopedically handicapped and other health impaired, visually impaired, and emotionally disturbed. Chapter six focuses on such nonclassroom components of the model as counseling, work training, job placement and followup. Also cited is the importance of record keeping and occupational information systems. Chapter seven reviews the leisure occupations which are broken down into four subclusters (including tourism and hospitality services and environmental-based services) and 11 job families (such as travel services and resource conservation/preservation services). The final chapter presents a competency based inservice training program for teachers in providing career education services to the handicapped.

DEVELOPMENT OF A PROGRAM MODEL FOR NEW CAREERS FOR HANDICAPPED CHILDREN AND YOUTH IN THE RECREATION AND HOSPITALITY CAREER CLUSTER. FINAL REPORT. Vinton, Dennis A. University of Kentucky, Lexington. Curriculum in Recreation and Parks. September 1976. 201p. (ED 136 494)

Presented is the final report of a project to develop a program to prepare handicapped students in grades K-12 for careers in the leisure occupations. Described are project activities and procedures undertaken to meet the three basic objectives: (1) to select, develop, and describe a career education program model; (2) to develop and describe an implementation plan which includes a guide for teacher training; (3) to pilot test the program model in one school system. Other project activities considered include the literature review and analysis, the development of objectives, the specification of classroom approaches, and revisions of the model, implementation plan and guide. Among six appendixes are sample pilot test evaluation questionnaires and an instrument for reviewing the career education guide.

TRAINING MANUAL: DRIVER EDUCATION. VOCATIONAL STRATEGIES FOR SPECIAL NEEDS STUDENTS. Blanc, Doreen V. Boston State College, Massachusetts. 1976. 50p. (ED 135 982)

Lessons presented in this manual, developed as part of the vocational strategies project, are designed to provide driver education for mildly handicapped special needs students placed in jobs that require a driver's license. The guide is intended for use in conjunction with a vocational program in automotive mechanics, or integrated into a resource room reading curriculum. Vocabulary words following each section appear in the Massachusetts State drivers' manual and are used on the exam. Material in the manual is presented thematically. Topics covered in the manual include an introduction to driving practice, right of way, passing, turning, speed, signs and a game, stopping, parking, accidents, drinking and driving, other rules, and the road test.

TRAINING MANUAL: MIDDLE SCHOOLS. VOCATIONAL STRATEGIES FOR SPECIAL NEEDS STUDENTS. Blanc, Doreen V. Boston State College, Massachusetts. 1976. 31p. (ED 135 981)

Instructional materials presented in this teaching guide, one of five developed as part of the vocational strategies project, are intended to provide vocational services to mildly handicapped special needs students mainstreamed into regular schools at the middle school level. The skill development described is based on the belief that preparation of special needs students (learning disabled, emotionally disturbed, and retarded) before they enter high school will facilitate their vocational learning later. The first section of the manual contains six lessons with student exercises that emphasize good work habits such as the importance of effort, punctuality, neatness, and cooperation through reading, role playing, and discussion. Also included in the job exploratory section are specific safety precautions which are stressed in lessons on tools. Students are introduced to selling and merchandising, mass production, assembly line, economics of cost, and ecology. The second section, vocational exploratory, pertains to social skill and prevocational development. The six lessons are on safety, blueprint reading, and several assembly projects. Lesson objectives, vocabulary, learning activities, and work self-evaluation sheets are included.

TRAINING MANUAL: JOB AND SOCIAL SKILLS. VOCATIONAL STRATEGIES FOR SPECIAL NEEDS STUDENTS. Blanc, Doreen V. Boston State College, Massachusetts. 1976. 105p. (ED 135 980)

Curriculum materials presented in this Spanish-English guide, one of five developed as part of the vocational strategies project, are intended to provide vocational services to mildly handicapped special needs students mainstreamed into regular high schools. Material is sequentially arranged, emphasizing those skills which a student needs to know initially, and those which become critical as the time of actual employment nears. The first unit, "Your Name and Some Important Things You Should Know," concerns basic knowledge and can be used as early as the first year in high school. Exercises are provided for budgeting time, learning to use public transportation, answering questions, and obtaining a Social Security card. The second unit, "Finding Jobs," covers processes for finding work through the media, the Yellow Pages of the telephone book, the employment ads, and the State employment office. The third unit, "Applying for Jobs," gives students practice in filling out actual job applications and in mastering the job interview. Contents for each of the 11 lessons in the three units include lists of learning objectives and needed materials, notes to the teacher, and copies of student written exercises (in both English and Spanish).

A CURRICULUM GUIDE FOR INDUSTRIAL ARTS ACTIVITIES FOR CHILDREN WITH EMOTIONAL PROBLEMS. Williams, Michael J.; and others. Central Connecticut State College, New Britain. June 1976. 79p. (ED 134 677)

The course guide contained in this document was developed to provide industrial arts instructors with some understanding of emotional disturbances and remedial objectives which can be stressed with mainstreamed emotionally disturbed children through industrial arts activities. Major discussion centers on (1) laws, legislation, and regulations concerning special education; (2) the special child and his emotions; (3) teaching techniques at Wells Street School (Connecticut); (4) rehabilitation goals

through industrial arts; (5) defense mechanisms of emotionally disturbed children; (6) an example of a pretest to allow the instructors to gain an understanding of the students and their knowledge levels; (7) project development, including description of the project method of assembly, tools and materials required, preparation, behavioral and remedial objectives, and diagrams; (8) tools and supply list; and (9) critique of the mainstreaming program at Wells Street School.

PREVOCATIONAL TRAINING UNITS FOR TRAINABLE MENTALLY HANDICAPPED STUDENTS: WITH SUGGESTED USES FOR EDUCABLE, "NORMAL," AND GIFTED CHILDREN. Brantley, Michael B. Westside Area Career/Occupation Project, Glendale, Arizona. June 1976. 87p. (ED 132 285)

This program is designed to provide an individualized series of vocationally useful sub-skills in a wide variety of areas to trainable mentally handicapped students in a prevocational program. The Introduction and General Information section is categorized into What the Program Is Designed to Do, Who Can Use the Program, How to Modify the Program for Use with Higher Functioning Students, Cost of the Program, Resources for Materials, Use of Donated Materials, and How the Program Works. The tasks are outlined in 18 different units with each unit listing goals, comments, materials required, how to proceed, and modifications for higher functioning students. Units also include sample forms and detailed drawings when appropriate. The 18 units are (1) Telephone Book, (2) Wiring, (3) Fine Motor, (4) Alphabet Cards, (5) Order Filling, (6) Pipe Assembly, (7) Sorting, (8) Packaging, (9) Mail Sorting, (10) Measurement, (11) Stapling, (12) Collating, (13) Wrench and Socket, (14) Wrapping, (15) Woodburning, (16) Soldering, (17) Perceptual, and (18) Stringing.

THE CI-TAB SECONDARY PROGRAM: CAREER INFORMATION AND TRAINING ACTIVITIES FOR THE BLIND. Swearengen, Mary B. Mosley. Education Service Center Region 19, El Paso, Texas. 1975. 184p. (ED 129 032).

Presented is the CI-TAB (Career Information and Training Activities for the Blind) Secondary Program, a program

providing career education for visually handicapped and blind high-school students to be available in braille and cassette recordings. Five general discussions (each including a list of concepts covered, suggested learning activities, and a list of test concepts covered, suggested learning activities, and a list of test questions) are provided on the following topics: (1) producers and consumers, and goods and services; (2) employment agencies, job placement services, unions, and social security; (3) resumes, applications, and interviews; (4) job classifications and volunteer service; and (5) independence, responsibility, and freedom. Each of 30 jobs descriptions included answers the following questions: What must this worker do? How many hours must this person work? How much will this job pay? What abilities will I need? What else is important about this job? What other jobs are similar to this? Also included are general suggestions for career education and a list of approximately 50 sources of supplementary vocational materials.

A TEACHER'S HANDBOOK ON CAREER DEVELOPMENT FOR CHILDREN WITH SPECIAL NEEDS: GRADES K-6. Bailey, Larry. Illinois State Office of Education, Springfield. 1976. 177p. (ED 128 993).

Intended for Illinois teachers of visually, hearing, or physically handicapped children at the elementary level, the handbook provides information for developing a career education program. Chapter 1 focuses on special education in Illinois with sections on philosophy and program guidelines, regional programs and services, the Special Education Advisory Council, the Illinois Commission on Children, and The Child Hearing Test Act. The emergence and current status of career education are reviewed in chapter 2, including conditions calling for educational reform, the Office of Education definition and policy paper, and the Education Amendments of 1974. The purpose, goals, and activities of career education are considered in chapter 3, with sections on the nature of career development, the awareness stage (grades K-3), and the accommodation stage (grades 4-6). Chapter 4 focuses on special career education needs for visually, hearing, and physically impaired children. Various career education resources such as the Educational Resources Information Center and the National

Career Information Center are discussed in chapter 5. Considered in chapter 6 are aspects of curriculum planning for career education, including specifications of goals and objectives, lesson planning, and a four-step teaching method. The parents' role in career education is examined in the final chapter in the form of six activities for teachers. Additional information on planning lessons in career education and sample lesson plans are given in an appendix.

CAREER DEVELOPMENT IN THE EDUCATION OF THE DEAF: A PROGRAM MODEL, MATERIALS AND PRACTICES AND PROCEDURES FOR PREPARING TEACHERS TO IMPLEMENT IT; FINAL TECHNICAL REPORT, July 1, 1973 - August 30, 1975. University of Rochester, August 1975. 125p. (ED 128 980)

Conducted was a 3-year action research study designed to develop a career education program model and related instructional materials for deaf junior and senior high school students (12-18 years old) by the schools for the deaf in New York State. The overall objective for Phase I (1971-1972) was the modification and adaptation of the Career Insights and Self-Awareness Gaming materials (a series of vocational instructional activities based on occupational classifications utilized in the Dictionary of Occupational Titles) for use with impaired learners. During Phase II (1972-1973) a second component, the field visit, was introduced as part of the program, and an extensive survey of career opportunities for the deaf was conducted resulting in the identification of 805 job titles. During Phase III (1973-1974) three more career education components were introduced: a set of 23 work function slides, a series of career briefs for deaf students, and classroom strategies for the exploration and clarification of work attitudes and values. In 1974, 43 educators from 20 schools for the deaf participated in a two-week summer workshop at the University of Rochester. (Appended are such items as letters pertaining to the summer workshop, lists of participating schools, questionnaires, evaluations, and attitude measures.)

HOME ECONOMICS AND THE EXCEPTIONAL STUDENT. A HANDBOOK FOR HOME ECONOMICS TEACHERS WORKING WITH MENTALLY RETARDED STUDENTS. Rutgers, the State University, New Brunswick, New Jersey. Curriculum Laboratory. April 1976. 47p. (ED 128 602)

This handbook contains the proceedings of a workshop designed to assist home economics educators in working with exceptional children, especially the mentally retarded. The rationale, objectives, organization, content of sessions, participant descriptions, and outcomes of the workshop are described in the introduction. The body of the handbook contains material from each of the workshops, covered under the topics of characteristics of the mentally retarded, trends in mental retardation, life-skill competencies, curriculum suggestions, and school and community resources. The appendix includes the workshop agenda, list of program presenters, the questionnaire used to attract participants, criteria for judging behavioral objectives, a model for systems approach to curriculum, and a resource list.

CAREER EDUCATION FOR DEAF STUDENTS: AN IN-SERVICE LEADER'S GUIDE. Munson, Harold L.; and others. University of Rochester, New York. College of Education. 1975. 208p. (ED 127 769)

Presented is the leader's guide developed as part of a three-year project to generate career education activities involving classroom teachers and career education materials for use with deaf secondary level students. Part I, on a career education program model, provides information on the program rationale (including various program channels), administrative considerations (including commitments, priorities, and operational considerations), objectives of career education (concerning both student attitudes and competencies), and program activities and materials. Considered in Part II, on the career education inservice program, are inservice program procedures, materials, and evaluation. Ten lesson plans for the inservice sessions are provided which cover such topics as career insights and self awareness gaming, learning the gaming techniques, and clarifying work attitudes and values. Over half the guide consists of appendixes which provide detailed lists of inservice session objectives, scripts for slide audio-visual materials, and exercises.

THE CI-TAB MIDDLE SCHOOL PROGRAM: CAREER INFORMATION AND TRAINING ACTIVITIES FOR THE BLIND AND VISUALLY HANDICAPPED. Swearengen, Mary. Education Service Center Region 19, El Paso, Texas. 1976. 171p. (ED 126 668)

Presented is the CI-TAB (Career Information and Training Activities for the Blind) script of 23 cassette recordings providing career education for visually handicapped and blind middle-school students. Included are eight study units titled: "What Work Is"; "Why People Work"; "How People Find Jobs"; "What People Do in Certain Jobs"; "Why Some Jobs Pay More"; "Working Conditions"; "Interests, Aptitudes, Personalities"; and "How Schools Help Prepare for Jobs". Each unit is accompanied by a list of concepts to be developed, suggested learning activities, and tests. Fourteen job descriptions give first person accounts of the experiences of visually handicapped or blind workers, including a computer programmer, an electronics technician, and a homemaker. An appendix lists additional resources for films useful for students who have enough vision to enjoy films or who may profit from hearing comments on sound film.

MODEL DEAF/BLIND PREVOCATIONAL TRAINING PROJECT. Stoddard, Denis W.; and others. North Carolina State Department of Public Instruction, Raleigh. 1976. 82p. (ED 123 816)

Presented is a report of a four-month project designed to review literature on projects pertaining to deaf-blind prevocational training, to implement a model prevocational program for six severely handicapped deaf-blind students (ten years old), and to conduct two workshops in the area of prevocational training for deaf-blind students. Provided in Section I are a basic description of the model, its curriculum components (which include daily living skills and vocational type skills), and the task analysis instructional approach making up its process content. Section II contains information on the specific programming (such as large nut and bolt assembly and typing shoes) developed in the course of the project and includes sample reports on the individual progress of one of the six prevocational students in the various program areas. Also given are sample forms such as the individualized program design form, the discovery ball assembly data sheet, and the daily living skills

progress report. Among the appended materials are information on program design and task analysis, as well as illustrations relating to a prevocational training workshop on assembling a fourteen-piece bicycle brake.

THE VERMONT GUIDE FOR TEACHING ADOLESCENTS WITH SPECIAL NEEDS. FINAL REPORT. Halloran, William E., Comp.; and others. Vermont State Department of Education, Montpelier. Division of Special Education and Pupil Personnel Services; University of Vermont, Burlington. Department of Vocational Education and Technology. August 1975. 387p. (ED 119 413)

Presented for classroom teachers, program supervisors, and resource specialists is a curriculum guide in the areas of home management and career preparation for adolescents with special needs. Introductory information includes explanations of the format and use of the guide and suggestions for evaluating student performance. Guidelines provided for 26 curriculum units consist of statement of concepts and skills to be acquired (instructional objectives) as well as listings of projects to motivate learning, activities to focus instruction, and related instructional materials. Included are the following curriculum units: mental health, health care, body care, first aid, marriage and family adjustment, food and nutrition, sewing, child care, basic house maintenance, small animal care, laundering, woodworking, carpentry, practical electricity, drafting, metal working, gas engine operation, furniture restoration, electronics assembly, automotive mechanics, waiter and waitress training, gardening, and home care and custodial skills.

SPECIAL NEEDS CURRICULUM GUIDE. Idaho State Board of Vocational Education, Boise. June 1975. 507p. (ED 118 889)

The curriculum guide was designed for Vocational Special Needs Programs in Idaho and concentrates on preparing handicapped and disadvantaged students to succeed in regular vocational programs. The subjects, pre-vocational in nature, include: Living Skills (self concept, life management, community resources, food and nutrition, clothing and grooming, clothing care, consumer education, home safety and health, pre-first aid), Construction and

Remodeling (exterior home maintenance, masonry, woodworking and carpentry), Mechanics and Motors, (small engine, bicycle maintenance, automotive upkeep, pre-driver training, gas and arc welding), Home Repairs (interior maintenance, painting and wallpapering, electricity, plumbing, furniture repair and refinishing, upholstery), Horticulture (gardening, groundskeeping and landscaping), Introduction to World of Work (getting and keeping a job, writing employment letters, filling out forms, money management), Occupational Training (child care, laundry-dry cleaning, food service, custodial/housekeeping). Each of the subjects is divided into units and lessons, with each unit containing an introduction, pre/post tests, several sample lesson plans, and a resource list. Each lesson plan states behavioral objectives, content, detailed learning activities, and needed resources. Time spent on each unit and lesson is left open, depending on the teacher, students, and situation.

CAREER EDUCATION MATERIALS FOR EDUCABLE RETARDED STUDENTS. WORKING PAPER NO. 6. Malever, Michael; Matyas, George, Jr. University of Missouri, Columbia. Department of Counseling and Personnel Services. December 1975. 45p. (ED 116 443)

The bibliography developed by Project PRICE (Programming Retarded in Career Education) lists approximately 150 instructional materials and 50 publications regarding career education for educable mentally retarded students. Materials are arranged according to each of 22 competencies identified by Project PRICE in the areas of daily living skills (such as managing family finances and utilizing recreation and leisure time), personal-social skills (including obtaining a positive self-concept and achieving independent functioning), and occupational guidance and preparation (such as selecting and planning appropriate occupational choices and developing the necessary manual skills and physical tolerances required in the competitive labor market). Listings usually provide age level designation, cost, name of publisher or supplier and a brief annotation which includes suggested uses, populations, and reading or grade level.

CAREER EDUCATION CURRICULUM GUIDE HUME R-VIII SCHOOL. Missouri State Department of Elementary and Secondary Education, Jefferson City. June 1975. 65p. (ED 115 904)

The book sketches the career education concepts and learning activities which have been developed for inclusion in the academic curriculum of one Missouri school, from kindergarten through secondary grades. Several learning activities are suggested for each elementary grade level. The primary-level activities are intended to increase students' awareness of self and others; the intermediate-level activities emphasize awareness of occupations. Two page special education and remedial reading career education guides supplement recommended commercial materials by indicating very briefly, in the former, learning activities related to ten occupational clusters; in the latter, activities related to farming and homemaking. The section intended for use by junior high and high school teachers is organized by academic or vocational education subject, with several career-related lesson suggestions offered for each. The concluding section lists the career education resources available to teachers in the school which produced the career education guide. The book also contains an outline of the career education responsibilities of the guidance counselor at each grade level from 7 to 12 and an overview of the vocational curriculum available in the area vocational-technical school.

AN INSTRUCTIONAL PLAYGROUND FOR THE HANDICAPPED USING TIRES AS INEXPENSIVE PLAYGROUND EQUIPMENT: ACTIVITY AND CONSTRUCTION MANUAL. New York State Education Department, Albany. Special Education Instructional Materials Center. 57p. (ED 113 895)

The manual explains how special education students in an occupational program used tires to construct an inexpensive instructional playground for handicapped elementary school pupils. Presented in two sections with accompanying pictures or diagrams are activity ideas for using the tires in a variety of configurations (Part 1) and construction and installation instructions (Part 2) both within the school shop setting and at the playground site. Listed in a brief introductory section are the following project benefits: students' satisfaction, increased interaction

between special education and physical education staff members and between students in special and regular classes, equipment safety, and low cost (under $400) of constructing the playground.

DAILY LIVING, PERSONAL-SOCIAL, AND OCCUPATIONAL SKILLS DEVELOPMENT FOR EDUCABLE RETARDED STUDENTS. PROJECT PRICE WORKING PAPER NO. 4. McIntosh, Sara; and others. University of Missouri, Columbia. Department of Counseling and Personnel Services. March 1975. 48p. (ED 109 839)

Presented as a part of Project PRICE (Programming Retarded in Career Education) for primary through secondary age educable retarded persons, are behavioral objectives for 22 competencies in the areas of daily living skills, personal competencies in the areas of daily living skills, personal-social skills, and occupational guidance and preparation. It is explained that the competencies should comprise the basic objectives of educational programs for these students. A brief review of the literature preceeds the listing of skills in each area. Examples of subcompetencies of a daily living skill (caring for personal needs) are abilities to dress appropriately, to demonstrate knowledge of physical fitness and nutrition and to demonstrate knowledge of illness prevention and treatment methods.

CAREER EDUCATION: ITS IMPLICATIONS FOR THE EDUCABLE RETARDED. PROJECT PRICE WORKING PAPER NO. 3. Gysbers, Norman E.; West, Lynda L. University of Missouri, Columbia. Department of Counseling and Personnel Services. March 1975. 22p. (ED 109 838)

Described is Project PRICE (Programming Retarded in Career Education) for educable retarded students from kindergarten through grade 12. Dealt with in three sections are a review of the literature and a discussion of such critical issues as the work ethic vs. the life ethic (concerning the major program emphasis in career education). It is explained that Project PRICE provides a curriculum with emphasis on three areas of competencies: daily living skills (such as managing family finances and caring for personal needs), personal social skills (including

achieving self confidence and communicating adequately with others), and occupational guidance and preparation (such as knowing and exploring occupational possibilities and exhibiting appropriate work habits and behavior).

CAREER EDUCATION: GENEVA AREA CITY SCHOOLS. EMR UNITS: WHAT AM I LIKE? AND FROM THE GROUND TO THE TABLE. Geneva Area City Schools, Ohio . 33p. (ED 106 602)

Two curriculum units for educable mentally retarded (EMR) students focus on: (1) developing a good self image and an appreciation for proper hygiene, and (2) understanding food purchasing and distribution and the need for budgeting food money. Each unit includes the objective of making EMR students more aware of careers available either in the food services or public health fields. The food service unit is directed toward the intermediate level; the self-awareness and hygiene unit is geared toward the primary EMR class, but the ideas it contains could also be taught in more depth on the intermediate level. A chart format is used to list suggested content questions, teaching techniques and learning activities, and resources and materials. A blank column is provided for teachers to include their own materials. Culminating activities conclude each unit's activities, followed by a list of resources.

CONCRETE EXAMPLES OF TECHNIQUES AND STRATEGIES

The programs and projects cited above are obviously just the "tip of the iceberg" in at least two ways: they represent a fraction of what is to be found in the ERIC data base and they merely give a brief overview of what is to be found in the primary sources.

Space prohibits us from giving samples from all the items. However, we have selected five examples to illustrate what some of the specific techniques and strategies are which you will find when you explore the data base yourself.

This brief sample includes modules, background activities for teachers, activities for students, bibliographies and resource materials, behavioral objectives and goals, and a teaching unit.

SAMPLE MODULE from
"TRAINING MODULES IN CAREER
EDUCATION FOR THE MENTALLY
RETARDED"(ED 139 224)

Here, then, are the five modules:

Module 1 sets the background through discussing definitions, philosophy, rationale, history, basic concepts, and components of career education. Module 2 deals with information and skills needed to start a Career Education Program. Module 3 deals with assessment and appraisal. Here we not only assess the person but the components of a job are analyzed and job clusters are analyzed for growth and availability. Module 4 discusses a number of aspects of curriculum as well as its implementation. Module 5 looks at where career education is now and where it will be going from here....

MODULE 2 - FACILITATION

Situational Questions---

1. In your role as a career educator or as an advocate for career education, people ask you what competencies are necessary to be a career educator. List and defend the competencies you feel are necessary for a career educator.

2. Career Education has been with us in one form or another for a long time. People are trying to make it a more totally adopted concept. Discuss the changes necessary for this to occur.

3. Continuing with the thought of #2, list and critique the ten action steps for implementing career education.

4. Now that you have got to the level of implementing a program, list the agencies that you would go to for help and state how you feel they can help you.

5. Career Education draws on many facets of society. As a career educator, explain to a lay person how the following can play a role in career education: industry; business; unions; churches; schools -- administrators, counselors, teachers, vocational educators, special educators; vocational rehabilitation counselors; parents; and students.

6. Programs often confused with career education by fellow educators and lay persons are vocational training programs and work study programs. Differentiate among the three for the uninformed.

(Note: Bibliographic sources are given for each question.)

Activities---

1. Role play various situations where listening is essential.

2. Students can contact people in the community to talk to the class, e.g., union stewards, foreman.

3. Locate and/or make a directory specifically on agencies that can help a career education program for the handicapped.

4. Set up a career education fair with an emphasis on jobs for the handicapped.

5. Invite recruiters or personnel directors from various industries to come in.

6. Initially brainstorm or word associate on the term "career education" to get at preconceived ideas.

BIBLIOGRAPHY from
"CAREER EDUCATION MATERIALS
FOR EDUCABLE RETARDED STUDENTS.
WORKING PAPER NO. 6"
(ED 116 443)

This bibliography is intended to update and supplement Project PRICE's Working Paper #2, *Career Education Materials*

for Educable Retarded Students. It is for use by teachers and counselors who may require instructional materials or resources in addition to those presented in Working Paper #2. These materials are provided to insure that educable retarded students acquire those competencies most essential for satisfactory community adjustment. Those competencies organized in three domains are:

Daily Living Skills

1. Managing Family Finances
2. Caring and Repairing Home Furnishings and Equipment
3. Taking Care of One's Personal Needs
4. Raising Children and Family Living
5. Buying, Planning, and Preparing Food
6. Selecting, Buying, and Making Clothing
7. Engaging in Civic Activities
8. Utilizing Recreation and Leisure Time
9. Getting Around the Community (Mobility)

Personal-Social Skills

10. Attaining a Sufficient Understanding of One's Own Self (Self-Awareness and Appraisal)
11. Obtaining a Positive Self-Confidence, Self-Concept
12. Desiring and Achieving Socially Responsive Behavior
13. Choosing, Developing, and Maintaining Appropriate Interpersonal Relationships
14. Achieving Independent Functioning
15. Making Good Decisions, Problem-Solving
16. Communicating Appropriately with Others

Occupational Guidance and Preparation

17. Knowing About and Exploring Occupational Possibilities (Occupational Awareness and Exploration)
18. Selecting and Planning Appropriate Occupational Choice(s)
19. Exhibiting the Necessary Work Habits Required in the Competitive Labor Market (Work Behaviors)
20. Developing the Necessary Manual Skills and Physical Tolerances Required in the Competitive Labor Market (Physical-Manual Skills)
21. Obtaining a Specific and Saleable Entry Level Occupational Skill

22. Seeking, Securing, and Maintaining Jobs Appropriate to Level of Abilities, Interests, and Needs (Job Adjustment)

Further elaboration of these competencies is available in Project PRICE Working Papers #1 and #4.

For Competencies 17 and 18, the following information is given: each of the competencies has similar information.

OCCUPATIONAL GUIDANCE AND PREPARATION

Occupational Awareness

Comp.	Level	Description	Publisher
17	EL	*Popeye Career Awareness Program* by King Features. Popeye the Sailor and other cartoon characters, involved with all kinds of jobs from all fifteen career clusters. Contains comic books (15 titles of 10 each) -- $45.00	King Features
		The Valuing Approach to Career Education by Education Achievement Corporation. Multimedia instructional systems for K-8, stressing mastery of career education concepts and critical-thinking skills through valuing. Uses filmstrips, cassettes, storybooks, puppets, games, and activities to develop and teach concepts, relating to work, work roles, vocational choice, and career development.	Education Achievement Corporation

Comp. Level	Description	Publisher
JH	**The Job Box* by Fearon Publishers. These booklets are grouped together into seven different job clusters, they describe in easy-to-read language a variety of jobs ranging from file clerk to fry cook to cattle ranch hand. Designed for the special need student at the junior high level. Also has information regarding working conditions, salary ranges, possibilities for advancement, etc. Includes 70 eight-page booklets. -- $45.00	Fearon Publishers
	The Newspaper You Read by Turner, R.H. A 48-page student workbook covering such topics as how to find information in a newspaper, jobs in the printing and newspaper industries, suburban life, reckless driving, analyzing news stories. Teacher's guide covers six-book series. Suitable for reading levels 4-6. -- #0584, $1.20 (Teacher's guide, $1.65)	Follett Publishing Company
SH	*Comprehensive Career Assessment Scales* by Jackson, S. L. & Goulding, P. M. Measures student interest and familiarity with 75 occupations in fifteen career clusters. Elementary version, 75 written stimuli are orally reinforced by the examiner and three-point rating scales are used for responses in the familiarity and interest	Learning Concepts

Comp.	Level	Description	Publisher
		dimensions. Secondary version provides a seven-point scale for each dimension. Secondary version may be used in career counseling. Contains: test manual, reusable test booklets, 25 profile forms, scoring key. -- $12.60, elementary; $12.60, secondary	
		Jerry Works in a Service Station by Wade, J. M. Lets students experience a realistic job situation as they identify with a teenage high school graduate. Includes exercises on the vocational content and language arts skills. -- $1.20	Fearon Publishers
17	SH	*Occupational Notebook Program* by Cook, I. D. Deals with the basics of the world of work. Student becomes aware of the need for skills in various areas including deciding on a line of work, filling out applications, interviewing, keeping a job, finances, travel and being a pleasant and productive worker. 48p. (Teacher's guide, 64p.) -- $2.00 (Teacher's guide, $3.00)	Research Press
		PENNscript by PENNscript Production Center. One hundred job descriptions. -- Free upon request.	PENNscript Production Center
18	EL	*EXPOIO: Exploring Career Interests.* Helps students explore a wide variety of occupations and careers clusters.	Science Research

Comp. Level	Description	Publisher
	Motivates them to look at the world of work and their place in it. The ten basic areas are based on the Kuder E interest areas. One kit contains all necessary materials for teacher and class of 25 students. Grade level 5-8. -- Write publisher for price information.	
	What I Like to Do by Meyers, C. E. Easy-to-use self-scoring and profiling interest inventory. Yields interest pattern for youngster's preferences in play, academics, arts, occupations, and reading. Can be administered by teacher or aide in 45 minutes. Grade level 4-7. -- Answer sheets (pkg. of 100 and three Examiner's manuals 1-4 pkgs.) S-61537, $10.80; Profile folder (pkg. of 100) S-41533, $8.95; Stencils for IBM 805 machine scoring (set of 3) S-1536, $2.50; Teacher's handbook, S-1532, 70¢	Science Research
JH	*Finding Your Job Career Briefs* by Finney Publishing Company. Detailed job descriptions for several occupations. -- $24.50 (1 unit, 5 volumes); $147 (complete set of six units)	Finney Publishing Company
	Jobs for Which a High School Education is Preferred, but not Essential by U.S. Department of Labor. Booklet gives a brief description of a number of occupations, some of which appear appropriate for EMR	U.S. Department of Labor

Comp. Level		Description	Publisher
		students. Covers occupation, qualifications and training, and employment opportunities and trends. Reprints of specific occupations described in this booklet are available at 25¢ to 30¢ per copy. -- 25¢	
	SH	*Help Yourself to a Job Workbooks*, Parts I, II, III by Finney Publishing Company. Part I covers the various steps leading to a job, including filling out an application form. Part II explains the difference between skilled, semiskilled, and unskilled jobs. Also includes lessons pertaining to base pay, withholding tax, fringe benefits, and social security. Part III explains employer-employee relationships, lists sources of employment, and offers helpful suggestions for keeping a job. -- $1.50 each	Finney Publishing Company
18	SH	*Occupations* by Blakely, C. (Ed.) Information about job qualifications, pay, and advancement taken largely from the *Occupational Outlook Handbook*. Information is organized into service occupations, service occupations in government, paraprofessional occupations, clerical occupations, hotel and restaurant occupations, driving occupations, and skilled manual occupations. Reading level 3-4. -- $1.60	New Readers Press

Comp. Level	Description	Publisher
	Occupations 2 by Schroeder, D. (Ed.) Information about job qualifications, pay, and advancement taken largely from the *Occupational Outlook Handbook.* Information is organized into semiskilled occupations, skilled occupations, technical occupations, clerical and sales occupations, para-professional occupations, self-employed occupations, and supplemental occupations. Reading level 3-4. -- $1.60	New Readers Press

SUGGESTED CLASSROOM ACTIVITIES
from "CAREER EDUCATION CURRICULUM
GUIDE - HUME R-VIII SCHOOL"
(ED 115 904)

SPECIAL EDUCATION CAREER GUIDE

The Discovery Kit from Scholastic will be used in its entirety with the Special Education Class. However, following are some ideas that may be used in place of, or in connection with, the kit.

Business and Office Occupations

The class organizes an office area in the classroom. Class members will take turns acting as the secretary who will record attendance, take lunch count, and collect monies.

The class makes an imaginary budget for the operation of the office. The budget includes listing of supplies, salaries, rent and utilities. Using the play money, play checks, etc., the teacher can make this as involved as he or she wishes.

Marketing and Distribution

Using a mail order house catalogue, students prepare an imaginary shopping list for a designated purpose. The students compute the total cost of the shopping list, including taxes and mailing costs, if applicable.

The class plans a rummage sale or garage sale to be held at some period. The students can sell anything they want. They compute the prices and total the profits. The profits can pay for a class trip later.

Construction

The class designs and estimates the cost of materials for a simple building project to be done either in the classroom or in the industrial arts shop.

Manufacturing

The class writes letters to local manufacturers inquiring about job opportunities for high school students on a part-time basis.

Using an assembly line technique, the students make flash cards for addition or subtraction, or word flash cards. These cards could then be used by the lower grades.

Students keep a time card of the hours worked each day and total it at the end of the week. They compute their salary for the week.

Transportation

The class discusses the expenses of operating a car and prepares an estimate of the cost of driving to school each day.

Divide the class into four groups. Each group is responsible for securing information of the cost of traveling from Hume to Chicago by bus, train, airplane, car.

Agri-Business and Natural Resources

Use books, films, and material from CEIC that provides the class material on natural resources, including farm land of our country.

Invite a member of the Missouri Conservation Commission to talk to the class about coal mining around the Hume area.

Keep an accurate and complete record of the weight gain of an animal for a period of time. The class determines the factors that will contribute to the well-being of an animal with emphasis on the role of its diet.

Public Services

Each class member prepares a report on a public service worker.

Students gain an awareness of the cost of utilities by totaling the cost of water, electric, and gas bills, using actual bills from their homes. A discussion can lead to a comparison of the most economical utility.

Health

Instruct the class to secure information from their parents regarding medical and insurance bills. Have the class compute the cost of various medicines, dental and doctor services. Discuss the importance and cost of insurance.

Invite an insurance person to discuss various types of insurance. Have the local druggist talk about prescription prices.

Personnel Services

Invite a personnel manager of a business to describe qualities he or she looks for in an applicant. Secure copies of application forms, and practice filling them out. The Superintendent could be invited to give practice interviews to give students an idea of what to expect in a job interview.

If all students do not have Social Security cards, applications should be picked up and filled out and sent in.

Consumer and Homemaking Related

A home economist speaks to the class about shopping wisely, especially for food and clothes.

The class keeps a record of the retail price of a farm product, such as eggs, for a certain period of time.

Students plan nutritious menus that are economical. Talk with the school cooks about their meal planning for the school. Observe for a day in the kitchen.

BEHAVIORAL OBJECTIVES from "DAILY LIVING, PERSONAL-SOCIAL, AND OCCUPATIONAL SKILLS DEVELOPMENT FOR EDUCABLE RETARDED STUDENTS. PROJECT PRICE WORKING PAPER NO. 4" (ED 109 839)

COMPETENCIES AND SUB-COMPETENCIES

Competency #17: Knowing and Exploring Occupational Possibilities

The student will be able to:

17.1 Identify the personal values met through work. He should understand the needs that can be fulfilled through work. These include the personal and social rewards which a good work environment can provide, why people work and be able to differentiate between work and play.

17.2 Identify the societal values met through work. He should understand that occupations relate to the needs and functions of society. He should understand the interdependent relationships between and among workers. He should know that his contribution through work will assist others and contribute to the common good.

17.3 Identify the remunerative aspects of work. He should understand that there are various forms of compensation for work performed; piece rates, salaries, hourly wages, commissions, etc. In addition, he should be familiar with payroll procedures, information on a check stub and withholding procedures. He should be informed about fringe benefits available to employees including vacations, health and life insurance, sick leave policy and retirement benefits.

17.4 Understand there are certain occupational classification systems. He should understand that jobs may be classified in different ways, for example, Hoppoek (1967) classifies them: (a) by activity (selling, welding, typing); (b) by function (health care, construction); (c) by product (automobiles, chemicals); (d) by employer (GM, city government); (e) by personal interests (outdoor, artistic); (f) by prerequisite training (high school, vocational school). This should provide the student with knowledge of the variety of jobs available to him and with a method which can be used to organize occupational information.

17.5 Identify occupational opportunities available locally. He should have an understanding of the diversity of work available to himself and others. He should be aware of the opportunities for employment which exist in his community. He should also be aware that opportunities vary from locality to locality.

17.6 Identify sources of occupational information. He should be familiar with the sources of information essential to inquiring about the general and specific aspects of occupations. These include both formal and informal, oral and written resources. He should be capable of gathering, organizing and evaluating this information so that it will contribute to his career decision-making.

Competency #18: Selecting and Planning Occupational Choice(s)

The student will be able to:

18.1 Identify his major occupational needs. He will be aware of those needs which are of importance to him and which can realistically be met on the job. These needs might include a need for structure, a need for self-expression, a need for social approval, or a need for achievement.

18.2 Identify his major occupational interests. He should be aware of his personal preferences, regarding the different occupational families or occupations that would be appealing to him and within his capabilities.

18.3 Identify his major occupational aptitudes. He should be aware of his own strengths and weaknesses as they relate

specifically to his future in the world of work. Again this relates back to occupational classification systems and his abilities to work in different occupations with different demands, e.g., manual dexterity, sociability, reading.

18.4 Identify requirements and demands of appropriate and available jobs. He should be able to understand and identify prerequisite skills and training necessary for specific jobs that may be available to him. He should be aware of the particular physical and psychological stresses associated with each of these jobs. Finally he should be able to recognize that he is more capable of meeting the demands of some jobs than of others.

18.5 Make realistic occupational choice(s). This is the culminating step in the process of occupational choice and requires the student to be able to integrate his knowledge of occupations, specific jobs and his own assets in a systematic and meaningful manner. This sub-competency is a specific and important application of the student's problem-solving skills, competency 15.

SAMPLE TEACHING UNIT from
"CAREER EDUCATION: GENEVA AREA CITY SCHOOLS. EMR UNITS: WHAT AM I LIKE? AND FROM THE GROUND TO THE TABLE." (ED 106 602)

UNIT TITLE: FROM THE GROUND TO THE TABLE

Approximate Grade Level: EMR

Major Subject Area: Science

Introduction to: From the Ground to the Table

The EMR needs special help in developing and using the skill of selecting and purchasing food for his family. This unit, directed toward the intermediate EMR level, is designed to give the child a broad survey of the people and occupations involved with the growing and processing of food that is distributed through the supermarket.

The supermarket is the main emphasis in this unit since it is an excellent resource for teaching how to get the most from your food dollar.

Broad Objectives:

1. To help students understand the processes of purchasing and distributing food.

2. To help students become aware of the many jobs available in a grocery store.

3. To help students become aware of the need to budget your money and shop wisely when buying food for your family.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS
	As a motivating activity, the children will choose a recipe to either make cupcakes, candy or bread and list all the ingredients needed. Then we will plan a short trip to the store to purchase these ingredients, or plant a small box garden and talk about how the small seeds grow to be plants that produce the food they eat.	
1. Where does food come from?	Class discussion of where different types of foods are grown or raised. Ask children to relate experiences they might have had during the summer visiting a farm or helping to work in a garden. Visit a farm to see how different foods are grown.	Filmstrip: Making Maple Syrup (Geneva) The Story of How Apples Grow (Austinburg) What Makes a Seed Sprout? (Geneva)

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS
	Plant some seeds and watch the plants grow and stress how long it takes to produce food. A small box garden is especially good for this.	What Makes a Plant Grow? (Geneva) The Farm (Geneva)
	Read some stories for interest about why foods are like they are.	Book: *Childcraft*: Vol. 7, p. 4. How We Get Things
2. How does food get from the growers to the buyers?	Have a class discussion on how time is an important element in the delivering of goods.	Book: *Childcraft*: Vol. 10, p. 214. Getting Ready for Harvest
	Allow bread to mold in your room. Discuss the words perishable and non-perishable.	
	Make a chart, tracing one product. Ex: corn from the field to the table. Include pickers, packers (canning, freezing, and fresh), corn transporters, grocers and finally the home. Make this using seeds -- then corn and use pictures to trace the other. Use a large poster or just large paper and put up on a wall.	
	Discuss each occupation involved in this process of getting the food to the grocery store.	
	Role-play having one child being a store operator and	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS
	let him call to order food from the wholesale distributors. Discuss cost.	
3. How does the grocer distribute food to your family?	Discuss how the grocer is a purchaser as well as a seller.	
	Discuss how the grocer decides the cost to sell his goods for.	
	Bring in some old invoices and let the children see how much the grocer pays for groceries.	Obtain from some store or wholesale representative.
	Figure together for how much one can will sell after you get the actual cost to the grocer plus his profit.	
	Discuss how much profit a grocer should get. Let the children write down what they think would be a good amount to make.	
	Compare this to the amount various types of stores get.	

(Note. Additional content questions -- techniques, activities, resources, and materials are directed to the teacher, e.g., 4. What are some of the occupations (jobs) available to you in a grocery store? 5. Why do we need each of the workers in the grocery store? 6. Why do we need the grocer and also how does he need us? 7. Why do they need other workers in the community? 8. What type of grocery store should you shop at? 9. What foods should you buy to get the most for your money?)

Culminating Activity: Visit a grocery store where the children can see all of the occupations and how each is dependent upon the other.

Make an actual store in your room. Arrange everything you have made throughout the unit and give it a name and use as many workers as possible.

Bring a bag of fruit and let the children buy it and pay for it with points or tokens they have earned while working at the store. Let them do the whole process -- weighing, pricing, buying and eating.

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APPENDIX

HOW TO FIND THESE -- AND OTHER -- DOCUMENTS IN THE ERIC SYSTEM

A wealth of information for educators -- and others -- is available in the ERIC data base. ERIC, as most readers will know, stands for the Educational Resources Information Center. It is the largest depository of educational documents in the world.

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This, essentially, is the ERIC document referencing system. To have described it is, to a great extent, also to have described the ERIC journal referencing system.

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Both types of information -- *RIE* and *CIJE* -- also may be searched by computer. It is here that the distinction between ED and EJ is significant, for it provides a way of limiting a computer search to only one of the two forms -- ED, ERIC document; EJ, ERIC journal. Computer searches have the advantage of quickly producing bibliographies, large or small, of ERIC entries on given subjects, complete with abstracts if so desired. However, as with all computer services, such bibliographies do have a fee, depending on the size and scope of the search. Whether a user searches manually or by computer, the ERIC system is a highly serviceable one.

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